**K-12 Leadership PLC**

**August 12, 2013**

**MEETING NOTES**

**Alex: Reading a New Stage in our PLC Journey - Welcome**

Seeing many things in our district. PLCs are central to continuous improvement. Extend accountability and responsibility. PLC process will bring all people together to clarify every person’s responsibility to student learning. Must involve all of us, including leaders, teachers, support staff, parents, and the community.

**Karen: Beginnings Matter – *The Morning Meeting***

Karen shared that this is a strategy that teachers use to build relationship, set the stage for learning, and begin the day. A protocol.

**Mark: Purpose of K-12 Leadership Team in PLC**

The why? - What is the first goal of MCPS? Achievement and graduation for all.

As a district we’ve invested significant amounts of $$ and time in PLCs and PLC provides a structure for meeting our number one goal. Our primary emphasis will be on fostering the implementation of a PLC in your building. Each building has early adopters and teams that are working well, but we need to facilitate the development of ALL teams becoming quality PLCs. We want you to focus on one thing today and we want your staff to focus on one thing – PLCs. How can we provide a guaranteed & viable curriculum to our students? Only one way – meet as collaborative teams to answer the four PLC questions and act on them.

We’ve talked a lot about RtI and put the responsibility on special education, but it is not the responsibility of special education and Title I. This needs to happen in the context of the regular classroom as part of the PLC structure.

District leadership: focus on data for regional meetings; focus on PLCs one Tuesday afternoon each month.

Review handout: ***Collaborative Team Responsibilities and Development***

*District Level Principal/Administrative Team*

* Bullet 6: practice and rehearse the work
* Bullet 9 and 10: monitor results and seek continuous improvement; model behavior expected of others
  + Norms are important to guide the relationships of others
  + Need to address when some do not follow the norms

*School-level Team Leader Teams*

* Leadership teams will be an expectation for each building
* Each team needs to have a leader; leader needs to participate in the building leadership team
* Heavy investment up front by the administrative leadership team
* Must use this time to practice and rehearse so that team leaders can be comfortable doing this work when they work with their individual teams

*Collaborative Teacher Teams*

* You’ll see the lists are beginning to be redundant
* It is clear that teams must be made up of people who teach like curriculums
* We have not been accustomed to doing this kind of work in our buildings – this will be your challenge to set up teams and to respond to questions/concerns/problems
* District may have done a dis-service by developing learning targets at the district-level. This should be done at the team level.
* We are not talking conformity, but we are talking CONSISTENCY

Handout: ***Critical Questions for Principal Consideration*** (take a careful look at the handout – these are the questions we will be asking of you)

* Focus on articulating the vision/mission for our school – you need to clearly establish this in your building
* Have you provided professional learning about collaboration to your staff?
* Have you organized your building into collaborative teams?
* Have you addressed the singletons?
* Do all of your staff members believe that ALL students can achieve?
* Time, support, and enrichment – RtI in the context of the PLC – this is not something “additional” but rather needs to be in place as part of the regular learning that occurs.

Our intent today is to SIMPLIFY – provide a singular focus. Please do the same in your buildings with your staff.

**Karen – Why should we use collaborative teams as our basic structure in a PLC?**

5 teams

Anticipatory set: What is the difference in characteristics between a group and a team (use T-chart)

Watched video

Move to team table for discussion

|  |  |
| --- | --- |
| **Group** | **Team** |
| * No guidance * Singleton * No common purpose * Independent * Combination of people * Spontaneous meeting * Gripe and complaing | * Interdependent * Goal oriented * Common purpose * Shared responsibility * Each member has a role * Mutual accountability * Scheduled * Focused on problem-solving * Only as strong as the weakest member * Practice together * Improves skills and ability levels * Speak a common language |

**Karen: Develop Norms/Collective Commitments**

Handmade handout: What is a great teammate?

|  |  |
| --- | --- |
| **A great teammate IS** | **A great teammate DOES** |
| * Committed * Trusting * Open-minded * contributor | * listens * shares * prepared * follows through |
| **A great teammate SAYS** | **A great teammate IS NOT** |
| * speaks the truth (all points of view) * I will…I can * Positive and encouraging statements * Solutions * Yes and…(NOT yes but) | * Negative * Complaining * Lone wolf * Dominant * Side bars during meeting * Know it all |

Why do this?

* another way to develop norms
* self-analysis

**Karen:** will share PPT later (not today) to help develop norms; will not develop norms today

**Heather: PLC expectations**

* see handout
* between 8/15 and 9/15/2013
  + all teachers will be member of a MINIMUM of 1 team
  + leader of each PLC team determined
  + leadership team established: leader of each PLC team
  + 60 minutes per week MINIMUM collaborative team time built into instructional day

**Heather: Plus/Delta**

|  |  |
| --- | --- |
| **PLUS** | **DELTA** |
| * flexible * clear expectations * modeling practices * comprehensive agenda * well organized * materials * “doing” * good use of time * links given * focused * good job * relationship building | * relationship building: different protocol * team time: levels, common issues * problem-solving time * shorter agenda – complete within time-frame |

**Alex: Wrap-Up**

* We all need to work together to continuously improve to do the best for our kids.
* We have many great things happening, we must all support one another to keep doing these great things and improving even more.
* You are here because you are doing the job and have done the job. We must continue to understand how important our role is for each of us in this.
* All of this will take time – every school is in a different place. We understand that and we (Alex/ERDs) will do everything we can to support you to ensure your success. Ongoing process. Don’t feel that you have to accomplish everything right away.

**Heather: Exit Ticket**

Write down any questions you are walking way with.